**K-5 ELA Lesson Plan**

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| **Teacher:** E. Poe/ K. Roy | | **Grade:** 1st | | | **Date(s)**: Day 6 |
| **Unit Title:** Wanted! A Few Good Friends | | | **Corresponding Unit Task:** Task 2 | | |
| **Essential Question(s):** Why is it important for good readers, writers, and speakers to remember the important details when retelling a story, poem, or informational text? How do illustrations help good readers locate and remember the important details in a story? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:** Poem to read aloud, word sorts, journals, glue sticks, strip of construction paper ready sizable for a chain, stapler. | | | | * Friendship * Character Traits: Honesty, Trustworthy, Generosity, Loyalty, Kindness | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice   X Independent | **Reading**  **Standards:**   * RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. * RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.   **I Can Statement(s):** I can determine the difference between friendly and non-friendly characteristics.  **Instructional Plan:**   * Poem to open: *A Box of Crayons* by Shane DeRolf * Discussion on how the child feels about the crayons and the way they are speaking to one another. [Box of crayon poem.docx](file:///C:\Documents%20and%20Settings\370-student\Local%20Settings\Temporary%20Internet%20Files\Content.IE5\H0VG49T3\Box%20of%20crayon%20poem.docx) * Word Splash/sort with friendly characteristics versus non-friendly characteristics, using vocabulary from the unit. * Head back to their seats and glue the words from the sort in their word study journals using one page for friendly words and one page for unfriendly. | | | | |
| **Gradual Release of Responsibility:**   * Modeled   X Shared   * Guided Practice   X Independent | **Word Study**  **Standards:**   * L1.5 With guidance and support from amulets, demonstrate understanding of word relationships and nuances in word meanings.  1. Sort words into categories (e.g., *colors, clothing* [ex. *friends*]) to gain a sense of the concepts the categories represent.   **I Can Statement(s):** I can complete a word sort with friendly/unfriendly characteristics.  **Instructional Plan:**   * Word Splash/sort with friendly characteristics versus non-friendly characteristics, using vocabulary from the unit * Head back to their seats and glue the words from the sort in their word study journals using one page for friendly words and one page for unfriendly characteristics | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared   X Guided Practice  X Independent | **Writing**  **Standards:**   * W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., books, computers) to answer questions.   **I Can Statement(s):** I can explain something nice someone has done for me through writing.  **Instructional Plan:**   * Friendship Chain: Have each student write down one nice thing a friend at school has done for them. This is something that may continue throughout the year. * Staple the links together and hang in the room. | | | | |
| **Closing/Summarizing Strategy** | Read aloud some of the nice things written on the chain as we are stapling or gluing them together and displaying them in the room. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Add words or scenarios to the word sort on either side. | | Students can copy a characteristic from the board if unable to write a sentence about what someone has done for them. | | | Students can copy a characteristic from the board and draw someone who they feel represents that trait. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** Word Sort can be used to assess whether students can correctly identify the characteristics that would make a good friend. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*